From Your Executive Director

Welcome to a new academic year for most of you, and welcome to the midpoint for a few. I hope your well-deserved holidays provided you the opportunity to relax and “recreate” in preparation for the year that is already well underway.

Each year seems to fly by faster than the one before, and systems always develop in complexity (remember Physics 101?). And so it is in our schools and for us as individuals: it’s hard to keep up with the demands…and they relentlessly become ever more complex. AASSA’s role is to offer services and provide assistance to our member schools and it is the aim of the AASSA staff to do so efficiently and with good grace.

I’d like to give a brief overview of AASSA’s services, welcome the ten new school heads in our region, introduce our new members, recognize our sponsors, and give you a glimpse of this year’s conferences.

Services

In visiting member schools, I continue to find that many long-standing members are still not aware of AASSA’s services or have not considered availing themselves of them. Please visit our website (www.aassa.com) and know that we offer:

- Purchasing and shipping for member schools (and we can get discounts from many vendors that you cannot because we are buying in quantity)
- A U.S.-based payroll service for schools wanting to pay full or partial US $ salaries
- 4-5 professional development conferences per year (Business Managers, Governance, Educators’ Conference, Latin American Administrators’ Conference and special conferences
- The AASSA Recruiting Fair in early December in Atlanta

Please consult our website or contact our office for further information. We are here solely to serve our members!

Welcome to the New AASSA Heads

Michael Adams, Colegio Jorge Washington, Cartagena  
Michael.adams@cojowa.edu.co

Rob Beck, Asuncion, Paraguay  
rbeck@asa.edu.py

Scott Bose, Crossroads Christian Academy, Panama  
sbose@ccapanama.org

Eric Habegger, Colegio Nueva Granada, Bogota, Colombia  
ehabegger@cng.edu

Barry Dequanne, American School of Brasilia, Brazil  
bdequanne@eabdf.br
Peter Nonnenkamp, Inter-American Academy of Guayaquil, peten@rocketmail.com
Ecuador

Michael Schramm, Uruguayan American School, Uruguay mschramm@uas.edu.uy

Taizu Wold, Escuela Las Morochas, Venezuela woldtaizu@yahoo.com

Todd Zukewich, Escuela Bell Vista, Venezuela zukewicht@ebv.org.ve

Selena Skelly-Dorn, The American International School of Bolivia selenasd@hotmail.com

New Invitational Members

Colegio Jorge Washington, Cartagena Michael Adams michael.adams@cojowa.edu.co
International School of Panama Linda Lapine llapine@isp.edu.pa

Newly Upgraded Full Members (Thank you!)

American School of Tegucigalpa, Honduras
Colegio Alberto Einstein, Quito, Ecuador
School of the Nations, Brasilia, Brazil

New Vendor Members

ATD-American
Frank Crystal & Company
George Mason University
Javier Goldin CPA
Lakeshore Learning
New Dimension Media
New England Association of Schools and Colleges
Rubicon International/Atlas
SP Controls

Thanks to Our Sponsors

We would like to thank our greatest contributors for having attained a Platinum level of sponsorship at this early point in the year:

  Buffalo State, SUNY, Carolyn Brunner
  TieCare International, John Byers and Frank Cappuccio
Our first conference of the year has already happened! The Business Manager’s conference held in Miami in July was the largest to date with 62 participants in attendance including business managers, admissions directors, alumni coordinators, marketing and development staff, and even one head of school. David Willows was very well-received as our main presenter on Strategic Marketing for Schools. Planning for next year’s conference is already underway and will be announced once definite plans are set.
Upcoming Conferences and Deadlines

Governance Conference (September 23-25, 2010)

Our next conference will be the annual Governance Conference in Miami for heads of school and board members which will feature a new Pre-Conference day facilitated by yours truly on best practices and effective boardsmanship. The main conference will feature Christina Drouin on the theme of strategic marketing: To Market We Go! This theme was selected because of its focus on a topic that is more and more relevant in the competitive marketplace of international schools…and also because it was one of the major requests of last year’s participants.

Campinas Educators’ Conference (March 30 – April 2, 2011)

Our major conference of the year will take place at Escola Americana de Campinas in beautiful downtown Campinas, Brazil…about a 90 minute ride from Sao Paulo’s international airport.

Without any bias on my part, this is going to be a fabulous conference based on the theme of “Teaching the 21st Century Learner: Connecting Kids with the Future.” We have a very full program which is posted on our website (www.aassa.com) under the conferences tab. There are strands for every educator (including heads of school and other administrators!), among them: Two-day preconference institutes for teachers and administrators on Schools of the Future, Professional Learning Communities, MAP training, CIS College Counseling Institute, AP training, and SACS accreditation team training.

The main conference features strands on: early childhood literacy, the technology of tomorrow, globalization, PLC’s, a librarians’ and media staff institute, teacher evaluation, and special needs. There will be keynotes and sessions offered in Portuguese as part of the “Jornada” and for the first time simultaneous translation services will be available for up to 100 participants for the main keynotes offered in English!

Online registration for the conference and hotel reservations will open mid-September. Two of the three hotels have January reservation deadlines, so don’t dawdle!

Stay tuned!
AASSA’s First Global Initiatives (GIN) Conference for Students

We will hold our first GIN Conference for students next schools year from October 21-23 at Colegio Franklin D. Roosevelt in Lima, Peru. Please see Linda Sills’ article later in this newsletter. Heads of school will receive specific information about this conference as the year goes along…

All the best for the new year…

Paul Poore

In Memory of Carla Jacobs

The ISC community was deeply saddened to learn of Carla Jacob’s death on July 7, 2010, following a brief illness. Carla retired from ISC in August of 2009, after working at ISC for 15 years, beginning as a math and technology teacher before accepting the position of Business Manager. This past year, Carla and her husband, Mario, divided their time between Curitiba and Tacoma, in Washington State, spending time with Carla’s family and their two daughters, Kristen and Jennifer, both ISC alumni.

Carla will be remembered for her devotion and love for ISC and for providing the fiscal leadership in the late 1990’s when ISC embarked on the ambitious project of building the current secondary and elementary campus. Even after taking on the role of Business Manager, Carla remained active in the lives of the students at ISC, often participating in the Knowledge Bowl practices and competitions. She touched the lives of many at ISC over the years and will be greatly missed by those who knew her.

Her family may be reached by e-mailing Carla’s e-mail address: cjacobscb@hotmail.com
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Join the Global Issues Network!!

*AASSA in collaboration with Colegio Franklin Delano Roosevelt has agreed to organize and host the first Global Issues Network Conference in Lima, Peru-2011.

*Please explore the GIN Website http://www.global-issues-network.org/ which is full of information. Plan to take part in the events, watch the videos, read the current news from student journalists around the world writing for Student News Action Network, use the resources, and have a discussion with other members on the forum. We sincerely welcome and want you to join this site.

*We are joining 350.org http://www.350.org/ in asking everyone to plan a Global Work Party on 10-10-10. Projects are being planned around the world, please join in! http://www.slideboom.com/presentations/192796/350.org-2010-Presentation

*Create a Global Issues Network group in your school. This group will serve as the “team” that will guide and support the environmental efforts. Begin by identifying all of the ongoing projects. Celebrate your efforts to date. Then begin thinking about the project that will be the focal point of the group’s efforts. Identify the problem and begin to seek sustainable solutions. Think local!

*Accept Global Citizenship and engage in global problem-solving. Jean Francois Rischard in his book, High Noon: 20 Global Problems and 20 Years to Solve Them, stresses the importance of addressing these global issues through the use of creating global networks. "We indeed need two things on this beleaguered planet: 1) a new methodology for global problem-solving, that is, one that will help us navigate the very challenging decades ahead, and 2) a new mindset in the next generation...one rooted in a strong sense of being foremost a global citizen.." ISTE 2010

*Links to get your students inspired to join the network, involved in local environmental projects and looking forward to participating in the GIN AASSA Conference- 2011


GOING BLUE http://www.youtube.com/watch?v=tluQ8E9c5Wg

I am honored to be part of the AASSA GIN Conference planning team and look forward to being of assistance. Please do not hesitate to contact me.

Linda C. Sills,
linda.sills@gmail.com
Global Issues Network
Program Development Director
www.global-issues-network.org/
In cooperation with:
The Association for the Advancement of International Education and
The Washington International School David Brower Center Suite 280
2150 Allston Way Berkeley, CA 94704
530-386-3852/ skype: lindasills
The late nineteenth century found the whole world – including Brazil – caught up in the industrial revolution and naturally, these major improvements attracted foreign companies. With more and more companies opening factories, especially in the São Paulo area – the American Chamber of Commerce of São Paulo, realized the need for a school and with the help of Mackenzie College, a well-established American-style Brazilian school and college, the Chamber of Commerce and some of its members set to work to provide the needed school.

In October of 1920 Miss Bel Ribble, an American who had been teaching in Argentina, and Miss Ruth Kolb, a young Brazilian, granddaughter of an American Civil War immigrant to Brazil, and six students started classes in a temporary setting - two rooms in a building owned by Mackenzie College on Avenida São João in downtown São Paulo. A few months later they moved into the new little building on Rua Piauí. In the 1930s a new school was built on Rua Col. Oscar Porto, just below Avenida Paulista.

Today, Graded has 1210 students representing 34 nationalities. Located since 1960 on Ave. Giovanni Gronchi in Morumbi, the 16-acre/6.5 hectare campus encompasses 85 classrooms, a fine arts center, 2 theatres, 2 libraries, 16 computer labs (one for digital film making), 770 computers, two gymnasiums & covered courts, two climbing walls, a 300m track, a multi-purpose court and four tennis courts.

Words from last year’s Yearbook editor summarize our school life. “Graded never stops. Whether it is a dreary Monday morning or a sunny weekend, there is always something going on at our school. Classes, yes. But also sports, community service, field-trips, theatrical plays, concerts… The list never ends. As the Yearbook staff, we wanted to cover the most possible of what happens at Graded. But to only register that something exists does not meet the standards of enthusiasm and commitment to their actions. People here have all kinds of ideas and thoughts they want to pursue or defend. The difference, however, is how we do it. It is just like embracing an adventure to reach whatever final goal we might have for what we do here.”

We celebrate our school through our mission statement and invite people to celebrate with us 90 years of success:

“Graded School’s mission is to provide an excellent individual education to prepare students to maximize their potentials and be responsible citizens in a pluralistic society. The School provides a high-quality, well-rounded, English-language, American-style education to children of the international and Brazilian communities. Through its policies and programs Graded endorses the value of diversity and the virtues of social and environmental responsibility and cultural awareness.”
‘To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information’

American Library Association

We live in a global information environment where the task is to select what you need, make good decisions and develop an opinion. Information can be printed or digital; it depends on your source. That is the main reason why we prepare our students for the information age that we are living in. People must be able to think critically, use learning technologies and access and use information to participate effectively in our society. At the library, we teach our students the skills of ‘Learning how to learn’ to became a lifelong learners. These are the 21st century abilities and skills that our students have to develop to be ready for life after school.

This year, librarians go from library skills (locations, library rules, services) to Information Literacy (learn how to learn). Librarians have a fixed schedule with Early Childhood and Primary students each week (45 minutes more or less) where we share and learn different skills and abilities.

At Davy College, our Early Childhood students are between 2-4 years old. Curiosity is one of the main characteristics of our little learners, so why not be curious at the library! For many of our students, it is the first time that they come to a library (remember that Davy College is located in Cajamarca, Peru) and it is a fantastic new experience. We start teaching them ‘library skills’ as the foundation of ‘information literacy’. We have few goals for early childhood like: know what a library is, who is the librarian, what can I find in a library, what can I do with a book, how to handle with the library’s materials, etc. We always work with puppets and try to match the monthly ECE’s theme. And it’s working! Kids are learning to love books and parents are coming more and more to check out books for their kids.
On the other hand, we started 2010 with a meeting with Primary Teachers to show them our ‘Information Literacy Plan’ for each grade. It’s very important for teachers to understand that those 45 minutes that their students are sharing with us every week are an opportunity to reinforce what they taught in class and learn new abilities. We are working on an ‘Information Literacy Curriculum’ and we are going to integrate information literacy into the curriculum. We want to develop an instructional team of teachers and librarians to enhance subject content. But when students come to the library, we are not only developing IL abilities, we are also celebrating an ‘Authors’ Birthday’ monthly reading their books. In addition, each month has a Theme month like poetry month or independence month. Besides, we encourage our students to read our suggestions that match the IB profile attributes of the month.

Fifth grade library class

Perhaps you can ask yourselves if our students are reading. Of course, our circulation statistics are growing and growing.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled students</th>
<th>Total Check outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>562</td>
<td>55963</td>
</tr>
<tr>
<td>2008</td>
<td>757</td>
<td>73127</td>
</tr>
<tr>
<td>2009</td>
<td>761</td>
<td>87680</td>
</tr>
</tbody>
</table>

We are really proud of our Davy community because, for many of the members, it’s their first experience with a library full of services and resources and they are reading! The library can be considered a friendly place where they can read magazines and newspapers, research, play chess and backgammon, or just read a story to their kids or watch a movie…..they can see the library as part of their lives!

Liliana Bandini
Head of the Library
Davy College
How can you turn these challenges into opportunities?

Lives too far from school
Could use remedial reading
Wants to take Chinese
On our waiting list

Learn more at www.K12.com/aassa For a free consultation, call Julie Linn at +1-703-483-7210. Or email: jlinn@k12.com

Some individual needs are difficult to fulfill. Do you hire new staff? Ask more of your teachers? Increase class size? How do you accommodate needs while keeping costs under control and maintaining quality?

Introducing The South American K^12 International Academy by AASSA.
We’re a unique partnership between America’s largest online curriculum provider for grades K – 12 and AASSA, your trusted source for the best in services and resources. As a SACS CASI-accredited provider, K^12 offers a multi-award winning curriculum widely recognized as the highest quality available. Developed over 10 years at a cost of $120 million, K^12 offers more than 160 core, elective, AP and World Language courses for grades K-12.

As Dr. Gloria Doll, the Director of the Costa Rica Country Day School says, “CDS is working very successfully with K^12, providing virtual options for our students. We believe that our students should be able to extend their learning experiences, and K^12 provides clear ways to do this. Parents and students love this program…and K^12 mixes well with the curriculum and objectives here.”

From one course to an entire program for a U.S. Diploma, let AASSA and K^12 customize a solution that turns challenges into opportunities for you.
In the presence of special guests, members of the Nicaraguan Diplomatic Corps, ANS Administration, parents, teachers and Elementary and Secondary students, the groundbreaking ceremony for the new ANS High School took place on Monday, August 16, with the traditional first shovel of dirt being placed on a symbolic brick at the construction site, which is located near the campus’ South Parking area.

“This is a dream come true for the ANS community represented here, at this historic moment in the life of our school,” stated Stan Key, ANS Director General. “We are doing today what former Directors, Administrators and Boards of Directors have planned – this is to give our students what they truly deserve,” emphasized Winston Lacayo, ANS Board of Directors’ President. With great enthusiasm, Mr. Alvaro Montealegre, Vice President of the ANS Foundation Board of Directors, spoke to those in attendance and directed his message to the students, motivating them to work together to promote and inform their parents about the importance of the ANS Capital Campaign “Building Tomorrow Today”. Mr. Montealegre, together with the other members of the ANS Foundation Board of Directors, has been an exemplary leader in the effort to raise funds for the aforementioned campaign.

The new ANS High School forms part of the School Master Plan initiated in 2004 by former ANS Director General, Elsa Lamb. The plan was developed by U.S. architectural firm H2L2; experts in school design. In June of 2008, the ANS Board of Directors chose the local firm of Architect Alfredo Osorio to manage the project along with Filadelfo Chamorro & Associates as structural engineers.
Phase I includes 2,117 m$^2$ of construction at an estimated cost of US $2.3$ million. The building will have capacity for 340 students and includes 17 classrooms, 1 set of bathrooms, 2 teacher workrooms, 2 storage rooms, stairwells and access corridors. Phase I construction is expected to be completed in time for the 2011-2012 school year.

The American Nicaraguan School is preparing the future leaders making meaningful contributions to the development of Nicaragua. ANS continues to improve thanks to the School community’s support and once again, on this historic occasion, ensures the future of its most precious resource – the students. For more details on the ANS Capital Campaign, please feel free to contact Marcia L. Salazar, ANS Development Officer, at Tel. 2278-0019 ext. 41 or visit our webpage: www.ans.edu.ni/ANS_Development_Office_Site/Development_Home_Page.htm
Environmentally Responsible Bus Services in Our “Backyard”

On May 31, the International School of Curitiba Garden Club, led by ISC teachers Bertille Koehler and Cesar Daniel, took a field trip to Ecogaragem Piedade in nearby Campo Largo. The company, known as Transpiedade, has been servicing buses in Campo Largo for 35 years now and is known as one of the most modern facilities in Brazil. The company’s newest facility was inaugurated in May of 2009, and will continue its strategic goal of providing exemplary services with the utmost rigor in dealing with socio-environmental issues to guide its sustainable development. This bus maintenance garage is shared by five companies and is used for buses that serve the public transportation for urban and rural areas of Campo Largo, very near the city of Curitiba. The bus maintenance service includes school and city buses that operate in the itinerary Curitiba-Campo Largo, “linha metropolitan bus line.” Ecogaragem is where more than 160 buses stay when off duty and where they receive maintenance and cleaning services.

Among the innovations demonstrated and discussed with our students by the manager for research and development, Melissa Klafke, were the careful monitoring and control of energy consumption through the application of sensors in all parts of the company; including maintenance sites, the entrance gate, fuel refill, washing, and water treatment facility. While an important aim is to reduce costs, the reduction of energy usage is also a very critical part of the company’s mission to promote sustainability and avoiding waste.

Ecogaragem has developed with innovative technology the total recovery and recycling of water it uses to provide services, thereby becoming the first public transportation company of the state of Parana to operate such a system, including its own water treatment plant. Not only is rainwater collected from the roofs, but underground water from a spring is also tapped and goes to changing rooms and is also used to flush toilets, as well as wash and clean both the outside and inside of the busses. Bus engine parts are cleaned with hot water in a purpose built cleaning room where the waste water is contained. Naturally this waste water is heavily contaminated with oil and
grease, so it must be separated when the waste water passes through several tanks allowing the oil to be collected from the top. Next this treated water is sent on to the water filtration plant for final processing and cleansing. The reuse of water has placed the garage within the highest standards of environmental protection and long term sustainability development.

Transpiedade promotes the recycling or elimination of materials and supplies used for the buses and makes full treatment of the effluent with the following goal: zero waste to the environment. Recyclable waste sorted includes lamps, glass fiber, paint contaminated material, oil, oil filters, engine parts and also the other usually recyclables like glass, cardboard paper and plastic. These materials are collected by companies that give the proper destination and process them in a responsible way to minimize the impact on the environment.

Ecogaragem Piedade and its Director, Marli Corleto, are to be commended for accepting great challenges and achieving ways in which to promote environmental solutions in all aspects of servicing its buses. This challenge can be summed up in three key ideas: to reduce consumption, to recycle the water used to restore the environment and to recycle materials used by its buses. May we all remember and appreciate this fact the next time we see a bus with “Campo Largo” on its outside frame. And may more bus companies around our globe seek to be as environmentally conscious as Transpiedade has proven itself to be for so many years now.

By Paul Combs, Elementary Principal, and Cesar Daniel, Science Teacher
High School Students Enrolled in the Music Program at the International School of Curacao Exhibit Higher Academic Performance

By: Thomas and Barbara Stief (Music teachers) and Dr. Surina Kapila (Director of Curriculum and Staff Development) International School of Curacao, Netherlands Antilles, Jules Nolan (School Psychology Doctoral Student, Minnesota State University, Mankato, USA)

Music at the International School of Curaçao

It has been known since ancient times that music affects people in positive ways. This is one of the reasons that music has always been an integral part of religious practice. In our modern world we listen to pipe music in the elevator or at the dentist. Music has made movies so much more powerful: one cannot imagine “Harry Potter” or “Pirates of the Caribbean” without music!

More recently, namely within the past 15 years, music related psychological and neurophysiologic phenomena have undergone more specialized study and research in the USA, Canada and Europe. How does learning to play a musical instrument and participating actively in learning varied aspects of music affect the development of the brain and academic performance? While the positive impact of music and of active participation in music programs on the social and emotional development of young learners has been common knowledge for a long time, recent research also indicates an increase in academic performance related to active participation in music.

Administrators and music faculty at the International School of Curacao, Netherlands Antilles, wanted to verify, if the same results would be evidenced in the school’s own student population, with the existing music programs (elective curricular voice and instrumental music/band programs in high school), by evaluating statistical data of students who are enrolled in the programs versus students who are not. An independent and unbiased external researcher (Jules Nolan, School Psychology Doctoral Student at Minnesota State University, Mankato) collected the data for high school students and conducted a statistical analysis. The results are explained below.

1. An analysis of student GPA was conducted and the GPAs of music students were found to be significantly higher than those of students not enrolled in the music program.
2. An independent samples t-test was conducted on PSAT test scores for those students who had been enrolled in a music program (either vocal or band) and those who had not. On average, students enrolled in a music program earned higher math scores ($M = 46.96$, $SD = 8.11$) than those not enrolled in a music program ($M = 42.07$, $SD = 9.75$) on PSAT. This difference was highly significant $t(106) = -2.83, p < .01$

3. Further, on average, students enrolled in a music program earned higher overall PSAT scores ($M = 135.13$, $SD = 21.05$) than those not enrolled in a music program ($M = 124.55$, $SD = 29.00$). This difference was significant $t(106) = -2.18, p < .05$

4. In addition, students enrolled in a music program earned slightly higher reading scores ($M = 42.96$, $SD = 7.58$) than those not enrolled in a music program ($M = 41.16$, $SD = 10.55$). However, this difference was not significant $t(106) = -1.02, p > .05$.

In conclusion, music programs remain an integral part of schools that aim to deliver high quality education through a holistic approach. Research points to the multiple benefits of active participation in music for learning, brain development, academic achievement, and for fostering the growth of social and emotional competencies. The degree of impact and success of music programs is further dependant on the quality of the program offered. A focused and outcome-based curriculum, well qualified faculty, the number of students enrolled in the program, the length of enrollment in the program, allotment of sufficient resources and teaching time within the academic schedule, and high positive expectations all around contribute to the quality and consequently, success of the program. Other intended outcomes of the program, such as displaying quality performances and providing a foundation for music as a career choice after graduation from high school, are equally important quality indicators in a music program.
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Many countries have their own accrediting bodies, and degree recognition differs from country to country. Prospective students who reside outside of the United States are advised to review accreditation requirements for their own country to confirm recognition of their Walden program of choice.
AASSA Math League:
Hello Prospective South American Math League Sponsors

Interested in challenging your top kids? Want to see how your top kids stack up against top kids in other international schools? Have you thought about introducing math contests at your school, but couldn't find the time to find/produce the contest problems and solutions? Read on!

I propose we all join Math League High School Contests! Basically for $100 per school, we get a whole year's worth of contests (6 rounds plus solutions), and the ability to input our top-scorers names and scores into The Math League website. It seems like a real easy way to get a South American Math League off the ground - we can always tweak it from there. (Also, for the first time, Nido will offer the AMC - 12 (only for the best of the best 11th and 12th graders!) and AMC - 10 (strong 9th & 10th graders))

2010-2011 Math League and AMC Dates
#1 October 12 or 19 (Math League)
#2 November 9 or 16 (Math League)
#3 December 7 or 14 (Math League)
#4 January 5 or 11 (Math League; Nido will miss this one; maybe do it later for unofficial results)
#5 February 15 or 22 (Math League)
AMC 10 and AMC 12 Feb 8 or Feb 23 (75 mins; we'd have to do Feb 23)
#6 March 15 or 22 (Math League)

Some other possibilities for Middle School
6th, 7th, and 8th contests from The Math League
The Math League Algebra 1 contest
AMC - 8 is November 16, 2011, I think. (40 mins; 25 multiple choice)

Costs:
The Math League High School Contests $100 + $25 shipping. You get 30 copies of all 6 contests, fully-worked solutions. (You can make as many more copies as you need.) Basically, for $125, your school can compete in the The Math League - High School Division!

The Math League 6th, 7th, 8th, & Algebra 1 Contests $30 each + shipping. We paid $120 + $25 shipping. Basically, for $145, your school can compete in The Math League - Middle School Divisions!

AMC - 8, 10, 12: We spent about $175 for, I think 50 AMC - 8 Contests. AMC - 10 and AMC - 12 are similar in price. (Copies cannot be made; order for the number of students taking it.)
Promoting Math Contests

Display cases. It's nice to have a Math Contest Display case to keep students informed and recognize top-scorers. Things at Nido are moving slowly in this area, but we hopefully will have a display case in the new school year to begin displaying contest dates, top scoring papers, photos of top scorers, etc.

Advertise with flyers and announcements!

Recognize and award students at assemblies with certificates!

Pizza lunch. Our lunches are crammed in the cafeteria, so it is hard for kids to go buy their lunch, then run to my room to take the contest. Buses leave at 3:15, so after school is not a good option at Nido. Next year we are budgeting for buying pizzas for the HS contest takers, so they just come take the contests and eat while they are working. (Pizzas are 2 for 1 on Tuesdays here at Pizza Hut!)

All thoughts/ideas/input is welcome!!! Good luck for a smooth start to your school year!

Cheers,
Matt Kaun, HS Mathematics Teacher
aassa.math@hotmail.com
International School Nido de Aguilas, Santiago, Chile
By Josiana Fadel, Department of State National Team Coach

“The mission of MATHCOUNTS is to inspire excellence, confidence and curiosity in U.S middle school students through fun and challenging math problems. Currently in its 27th year, MATHCOUNTS meets its mission by providing two separate, but complementary, programs for middle school students: the MATHCOUNTS Competition Program and the MATHCOUNTS Club Program.”

The MATHCOUNTS Club Program (MCP) is designed to increase enthusiasm for math by encouraging schools to form math clubs that conduct fun meetings using a variety of math activities. MathCounts provides schools with the structure and activities for holding regular math club meetings. This program is free for any American-sponsored overseas school that has been assisted by the Department of State.

The MATHCOUNTS Competition Program is a program designed to excite and challenge middle school students with four levels of Competition- School, Chapter (local), State and National. To be part of the National Competition, MATHCOUNTS Competitors from the Department of State-
assisted American-sponsored overseas schools took the State Competition and the top four individuals scorers were brought together to be the State Department Team, earning themselves a trip to Orlando, Florida.

This year, the Department of State Team consisted of four students; Ji Soo Lee and Seoung Hwan Choi from the International School of Prague, Jang Hyun Cho from the International School of Chennai and Ryo Yoshida from the American School of Brasília, together with their official coach Josiana Fadel from the American School of Brasília.

The team showed comradeship, competitiveness, and unity, which was clearly exhibited in their cheer: “A successful team beats with one heart- Lub Dub...”. The atmosphere in Orlando was electrifying and the students were exposed to the intense nature of competition at the national level. The competition questions were written by a group of eminent mathematicians and college professors who meet to create the problems and review all of the solutions.

The event was well organized and there was a good balance between the social aspect and the testing component. The students were thrilled with the high level of competitors during the Countdown round and at the speed at which they performed. The sixth and seventh grade competitors are looking forward to next year’s competition and hope to again be part of Nationals.

If you would like more information regarding this program you can go to http://www.mathcounts.org Schools that are interested in participating in next year’s MathCounts activities and competitions should contact Cheri Avila at the Department of State, Office of Overseas Schools: avilaca@state.gov

To conclude this report, please allow me to share this year’s State Department Team testimonials:

The MATHCOUNTS – SUM FUN ORLANDO!

“I was impressed by the level of understanding demonstrated by all mathletes. The event was a success and my students had a grand time. It was a learning experience for myself and my students. We are aware of what to do if we were to compete again next year. I would like to thank the State Department, parents and the International School of Prague for making this possible. “ – Richard Downs, International School of Prague MATHCOUNTS Coach.

“The culmination year of hard work had been a great experience for the finalists and their coach of the State Department Team at the national competition. The friendship and competitive spirit developed among these students who come from different parts of the world to compete as a team was truly amazing. I must say that they participated in the competition true to the spirit of their cheer. They thought with one mind and beat with one heart. Thank you State Department for the wonderful opportunity for students and coaches.” – Kala Ganeshan, American International School of Chennai MATHCOUNTS Coach

“Participating in the MATHCOUNTS competition was totally a new experience. It was really fun and exciting. Imagine, you are going to compete with students from the fifty states, with 224 students whom you have never met before. I was scared and intimidated knowing that other teams train
together the whole year, and us, the State Department Team, only met together the day before the competition.” – Seung Hwan Choi

“As a mathlete, I enjoyed very much the Countdown round and my visit to Disney World. I was filled with excitement, and I was so thrilled with everything. I cannot find words to describe my feelings and gratitude to the State Department for making my trip to Orlando unforgettable.” – Jang Hyun Cho

“I learned many things from this trip and one of them is that, even though I was the one who scored the highest overseas, there are other mathletes who are better than me, which in turns make me want to study more math. This trip made me think seriously about becoming an engineer and especially after visiting “The Sum of all Thrills” (an interactive math experience at the Epcot Center). I had fun in Orlando visiting the Disney parks, to me it was a dream come true. I am grateful to the State Department and all sponsors of MATHCOUNTS. I love the U.S.A!” – Ryo Yoshida

“I enjoyed meeting new people, exchanging pins was really a wonderful idea. I was impressed by how quick this year’s champions were at the Countdown round and one day I want to be that quick also. Next time I will study harder and push myself more so that I will be able to stand on stage and be recognized, luckily enough I have two more years of MATHCOUNTS; just like many of the competitors who came back for the third time in a row to compete, and won the competition. Now I have the experience and I know what it is like, if I do come back next year. MATHCOUNT rocks and thank you Department of State for everything! – Ji Soo Lee